# Group Reflections on Blue Group

# By Sarah Jackson

Mountain Bike Riding- Jen Livadtis and Amy Murray

* Both teachers gave a briefing on the functions on the mountain bike and elaborated on best gears to be in during inclines and declines. Both teachers suggested that the more experienced students hang back which assisted in keeping the group together. They also gave a briefing on road side and traffic safety before we began. Once all students chose a bike appropriate to them enabled the group to begin their activity.
* Leaders catered for individual differences and safety procedures by placing themselves at the front and back of the group. To ensure the duty of care is met, ensure students do not stray from the main track and are venture too far ahead. This could also lead to students riding through traffic intersections.
* Leaders ensured that students waited at traffic lights and go off bikes while crossing the roads, this helped keep the group together. During other break times, leaders need to make sure the students who are ahead to wait for the other group to catch up and allow time for rest. This is to make sure the slower group gets break times.
* During the ride, one student had a faulty chain on their bike which the leaders well catered for.
* To cater for primary students, I would decide if 18km ride is too difficult for my group. I would alternate the distance according to the year level and ability.
* A highly engaging and empowering activity.

Flying Fox- Emma Healy

* Emma demonstrated the safety instructions by physically putting on the harness and explaining features of the harness. One of the leaders from the camp Brett assisted in hooking us up to the flying fox, while Emma ensured a safe landing at the end of the flying fox.
* After a few turns, Brett allow us to hook us up to the flying fox independently. This allowed us to learn further features of the flying fox and other safety features involved.
* Emma was instructed to stay at the end of the flying fox and was unable to train other students on the flying fox without a proper trainer from the camp.
* Communication and safety procedures became a key and strength in this activity.

Scavenger hunt- Jessica Johnson Wallace

* Students were to break off in groups of two to complete the riddles and answer questions on the sheet. Jessica briefly explained the question sheet, and gave us enough information to complete the activity.
* The hunt was quite complex which catered for our year level.
* Students from other activities helped us answer some of the questions of the activity. If catering for primary students, this could be deemed as unfair to the other groups completing the activity. A strategy to avoid this difficulty might be to brief students on such anticipations before the scavenger hunt rotations began.
* If catering for primary students, I would ensure students understood the text before the hunt began to ensure all students understood and all questions and key words were covered.
* After all rotations are completed, Jessica revealed the answers which ensured students did not give away the correct answers.
* Activity was highly motivational and engaged students for the whole hour.

Canoeing- Drew

* Drew was in charge of this activity along side with Brett, the leader from the camp. Each gave explicit details of the safety procedures associated with this activity.
* Students were in charge of getting into pairs and if catering for primary students another way to group students would be to ask students to work with a partner they have not yet worked with to allow students to build relationships.
* Emma and Amy’s boat capsized which exposed us to the safety procedures involved. It reinforced the idea that not only the leader of the camp should know of safety procedures but the teacher as well. Safety procedure cards provided by the camp gave explicit information for all teachers to be aware of the safety procedures in place.
* A way to improve on this activity would be to discuss safety procedures and rules beforehand.
* Activities were fluent and constantly changing to engage students.

Archery- Tim

* Tim gave an explicit briefing of safety procedures: how to load a bow, when to fire a bow and when to collect our arrows.
* Tim also mentioned students to maintain distance while students load their bow and not to be within range of the arrow. Phil gave an interesting point to load and aim quickly for a better aim than to take longer periods of time and be off target. Noodles were in front of the targets to give better focus and to add extra motivation to hit the noodle.
* Many students improved their targets over time. A way Tim could have improved on this was to help students improved their aim by giving individual feedback and how to position the elbows and shoulders.
* In adapting it to primary students, the point system could be introduced at the end to allow adequate practice time and even create small teams to encourage individual students. Point system can also be introduced if students are starting to lose interest.

Low ropes- Lauren

* Our leader provided physical demonstrations and the safety procedures involved in this task. During the activity students go into groups of three with one person completing the low ropes course with two spotters.
* During this activity, many spotters strayed from their task and in applying this to primary students; safety procedures would be more consistent.
* Allowing students to solve the problems independently and then provide group feedback of the various successful strategies that worked was a success for this activity as it promoted team work and encouragement. . It enabled groups to then try the course again with the various strategies suggested.

Hut building- Gram

* This activity also showed each team how other groups worked as a team.
* The task was for students to build a hut out of natural resources that was sturdy, water proof and could house 5 of its team members.
* A suggestion for improvement would be for long sleeve tops and pants and first aid kit to be mentioned at the beginning of the activity to minimise the risk of injury.
* First aid kit in attendance for students to receive prompt first aide care.
* This activity could be adapted to upper primary as natural materials were quite heavy and sharp.
* This activity allowed students to build on team work and allowed time for other teams to make positive comments about each hut created.

Raft building- Laura

* This activity required teams to build a raft out of 5 pvc pipes, 10 ropes and 3 planks of wood.
* Students were required to bring their raft to the water and compete a short circuit twice, requiring all their team members to participate.
* Again, this activity would be suitable to grades 3 and up due to the physical requirements.
* This activity enabled each team to demonstrate their individual character and was good to see teams working together to ensure all teams successfully finished the task.